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| **YEAR 9 LANGUAGE EXPERIENCE: Task 2**  **SACSA Outcomes:**  ***5.2 Presents information and personal opinions on issues in social interactions.***  ***5.6 Analyses cultural references in texts and challenges assumptions about cultural identity, values and practices.***  ***5.2 Works cooperatively to share ideas and opinions with others.***  ***5.6 Identifies references to cultural identity, values and practices in texts.*** |  |

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| **International School Trip**  **IN PAIRS**  **Part A: Create a Travel Guide for a group of Year 9 Students going abroad to a country of your choice.**  **Part B: Act out a scenario that could occur while on the trip (In the country’s language)**  **Part C: Cook and share a dish from your chosen country** |

**PART A: Due Thursday Week 4 (26th May)**

**Research a country of your choice as if you were taking a holiday there. Present your research as a travel guide aimed at students your age. The report may be presented as a brochure, PowerPoint, booklet, poster, Prezi or any other method (as negotiated). Remember to include pictures and a bibliography.**

1. **Choose a country. You must choose a country where people speak a language other than English.**
2. **Outline some basic information about the country. Include the capital city, currency, current exchange rate with the Australian dollar, weather, best time of the year to travel, popular types of transport and any other information you think is relevant to travellers.**
3. **Research 3 towns or cities. Include where the towns are, how far away they are from the nearest airport (km and hours), the best way to get there (bus, plane, train etc.) and why you chose this destination (why is it a good place to visit?).**
4. **In each of these cities or towns, research 2 places of interest. Keep in mind that the trip is for students your age, so you need to choose places that would interest teenagers. Include information about the place, such as its history, what you can do there, and cost of entry.**
5. **Provide a list of words and phrases in the country’s language that would help travellers. Include at least 20 words and phrases that would be useful when travelling in the country.**
6. **Include some information about cultural practices in the country. For example, how do people greet each other? Is there anything that is considered rude that we would not know about? How are elderly people treated? Is bargaining used in shopping?**
7. **Based on your research and your own opinion, provide 2 positive and 2 negative aspects to visiting this country.**

**PART B: Due Thursday Week 8 (23th June)**

**You will be given a scenario that you might encounter while on your travels. You will then be required to research the language involved, and act out the scenario in the country’s language. The scenario may be presented as a play, or as a part of a documentary or TV show. When presenting your play, remember to take the country’s cultural practices into account.**

1. **Research the language required. The best place to find appropriate language is in books such as Lonely Planet Phrase Books, and websites such as http://www.fodors.com/language/. You can also get free language apps on your iPhone. *Please avoid using Google Translate as it is very inaccurate.***
2. **Either present your act to the class as a play or film your act as a documentary or TV show. Costumes from the drama department will be available. Creativity and humour is encouraged!**
3. **Make sure a copy of the script (in the language, with an English translation) is typed up and given to Miss Mansfield for marking.**

**PART C: Weeks 9 and 10**

**Choose a popular dish from the country you are researching, to cook and share with the class at the end of term. You need to decide on your recipe by Week 5, and have a list of ingredients by week 6.**

1. **Choose a dish from the country you are researching. Remember that you have to be able to cook it using the school’s facilities, so don’t pick anything too complicated. You can choose an entrée, main or dessert to cook.**
2. **Type up your recipe, to be presented as a part of a multicultural cookbook. It needs to be portrait, well presented, including pictures and a brief description of the food (such as why you choose it, why it’s important in the country, the history of the food etc.). Remember to include a bibliography.**
3. **We will cook the dishes over two weeks at the end of term, to share and eat as a group.**

***Things to Remember:***

1. **The work needs to be in your own words.**
2. **Save your work often and in more than one place to prevent having to rewrite information**
3. **Keep a list of the resources you use as you go to make writing your bibliography easy.**
4. **Split the tasks evenly between the pair.**
5. **Keep referring back to the tasksheet to ensure you don’t miss any aspects of the task.**

**Rubric for Part A**

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| **Criteria** | **Not Completed** | **Poor** | **Satisfactory** | **Good** | **Excellent** |
| **Research and Content (40%)** | Content does not address criteria and research is not completed. | Research is incomplete or content does not address criteria. | Research is completed to a satisfactory level. Content addresses criteria. | Research shows use of a variety of sources. Content addresses criteria well. | Research shows a use of a broad range of sources. Content is in-depth and addresses criteria in an excellent manner. |
| **Presentation: Layout, Formatting, Images (15%)** | Presentation is not acceptable. | Presentation is below satisfactory. | Layout and formatting are satisfactory, with some appropriate images. | Guide is well formatted, with good use of images. | Guide is presented in an excellent manner with appropriate images that enhance the presentation. |
| **Punctuation, Grammar and Spelling (10%)** | Accuracy of punctuation, grammar and spelling is not acceptable. | Punctuation, grammar and spelling are below satisfactory. | Punctuation, grammar and spelling are satisfactory, with some errors. | Punctuation, grammar and spelling are satisfactory, with few errors. | Punctuation, grammar and spelling are satisfactory, with very few errors. |
| **Organisation and Use of Class Time (10%)** | Not organised and has not used class time wisely. | Class time and organisation needs to be improved. | Somewhat organised, could use class time better. | Good organisation and use of class time. | Well organised and excellent use of class time. |
| **Bibliography (10%)** | Bibliography not completed. | Evidence of bibliography but not completed correctly. | Bibliography is satisfactory, with some errors. | Bibliography is good, with few errors. | Bibliography is excellent, with very few errors. |

15% OF GRADE IS AWARDED FOR SUBMITTING ASSIGNMENT ON TIME.

REPORT SUBMITTED ON TIME: YES NO

Timeline:

Week 1: Choose country and divide the tasks between the pair. Start research.

Week 2: NAPLAN (Tues). Continue research.

Week 3: Finish research and collect images for good copy.

Week 4: Good Copy, proof-reading, completion of bibliography.